

Lake Murray Elementary

205 Wise Ferry Road

Lexington, South Carolina

Grades	PK-5 Elementary School	
Enrollment	1,111 Students	
Principal	Lynn C. Boyleston	803-808-1545
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Excellent	Good
2007	Excellent	Excellent
2006	Excellent	Good
2005	Excellent	Good
2004	Excellent	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

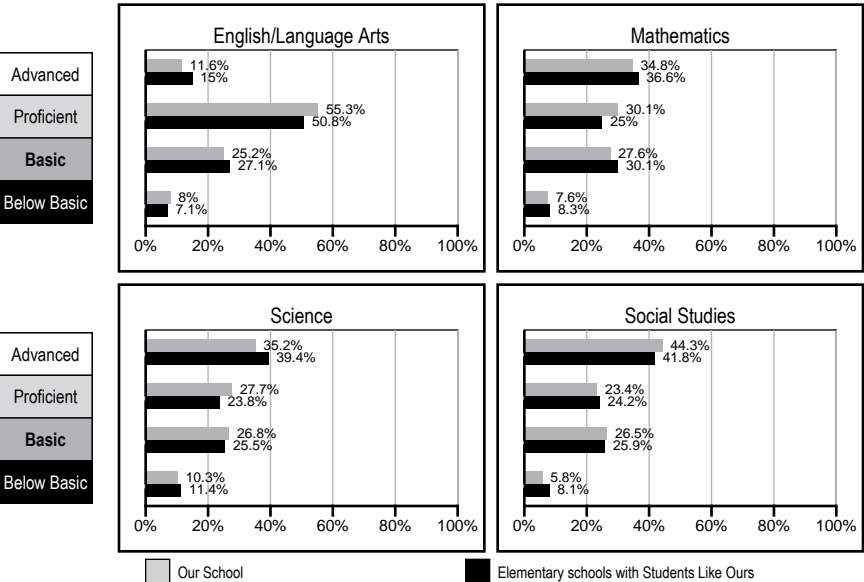
97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	9	0	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,111)				
First graders who attended full-day kindergarten	98.5%	Up from 94.3%	100.0%	100.0%
Retention rate	0.7%	Up from 0.5%	1.2%	2.3%
Attendance rate	96.5%	Up from 96.2%	97.0%	96.3%
Eligible for gifted and talented	28.4%	Down from 30.3%	27.7%	10.4%
With disabilities other than speech	3.4%	Up from 3.0%	5.1%	7.5%
Older than usual for grade	0.0%	Down from 0.2%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=77)				
Teachers with advanced degrees	66.2%	Up from 62.7%	66.0%	56.7%
Continuing contract teachers	83.1%	Down from 89.3%	83.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.3%	Down from 86.4%	86.3%	86.4%
Teacher attendance rate	96.0%	Up from 94.2%	94.9%	94.9%
Average teacher salary	\$47,610	Up 4.7%	\$48,174	\$45,345
Professional development days/teacher	8.5 days	Down from 10.4 days	10.9 days	12.6 days
School				
Principal's years at school	6.0	Up from 5.0	2.8	4.0
Student-teacher ratio in core subjects	20.9 to 1	Down from 21.0 to 1	20.0 to 1	18.5 to 1
Prime instructional time	91.5%	Up from 89.2%	90.6%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Up from 98.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,822	Up 14.2%	\$6,523	\$7,052
Percent of expenditures for instruction*	74.0%	Up from 73.4%	72.3%	69.1%
Percent of expenditures for teacher salaries*	72.0%	Up from 71.6%	63.2%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Our school motto, "Learning Makes Everyone Successful," is a belief we share at Lake Murray Elementary School. We are committed to providing a challenging, safe, and positive learning environment, where all children can reach their highest potential. Our dedicated staff, supportive parents, active Parent Teacher Association and School Improvement Council, and our many business partners work closely with us to make learning enjoyable for each of our 1,121 students.

LMES achieved an "Excellent" Absolute and Improvement rating on the 2007 annual school report card. LMES received the state's Palmetto Gold award for the seventh consecutive year in recognition of our students' academic success. We purchased technology equipment, library books, and other instructional materials with the \$23,000 award. We secured a \$6,000 EIA grant, "Strategies for Understanding and Raising Fluency." We also received the state's Red Carpet Award for our exemplary family-friendly environment and a Closing the Achievement Gap Award.

Our greatest challenge in 2007–2008 was accommodating our student population. Fortunately, we were able to add classes and, through our Response to Intervention program, we provided small group and individual instruction for struggling students.

Our students received many awards and honors for participating in the Tri-District Arts Consortium and District Honor Choir, publishing works in a variety of magazines, and having their artwork featured at the S.C. State Fair, Taste of Lexington, and Funfest. A third-grade student proposed and helped shepherd a bill through legislation to designate indigo as the official state color. A fourth-grade student's poem earned third place in a national poetry contest. Mandy Derrick's third-graders decorated the S.C. Christmas Tree in Washington, D.C.

Our staff received recognition for outstanding achievement as well. Jan Fox was our Teacher of the Year, and Jennifer Ringo was our Distinguished Reading Teacher. Teachers received state EIA, Michelin Golden Apple Teacher, and Mid-Carolina Electric Cooperative Bright Ideas grants. Five teachers became National Board Certified. We were recognized as a DHEC Champion of the Environment award winner for Cindy Gardner's fifth-grade science project, "Take a Wander through the Wetlands."

Students and staff participated in exemplary service-learning projects, such as raising money for Relay For Life, Jump Rope For Heart, and Juvenile Diabetes. In the Purple Hearts Project, our school sent more than 200 care packages as a "Salute to Our Troops" overseas. Community involvement activities included our Murrayfest carnival, Family Reading Night and Math Night at Piggly Wiggly.

LMES is proud of its reputation as an excellent school. Our staff, parents, students, and community partners continue to ensure every student's success.

Lynn C. Boyleston, Principal
Ed Pearce, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	165	126
Percent satisfied with learning environment	98.4%	93.9%	95.2%
Percent satisfied with social and physical environment	100.0%	93.2%	94.4%
Percent satisfied with school-home relations	100.0%	91.9%	89.6%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	555	100	8.1	25.6	54.9	11.5	75.4	57.1	48.2	Yes	Yes
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Gender

Male	278	100	12.6	30.1	49.4	7.8	69.5	50	41.7	N/A	N/A
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Female	277	100	3.4	20.9	60.5	15.2	81.4	64.6	55	N/A	N/A
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Racial/Ethnic Group

White	473	100	5.9	24.8	57.3	12	78.6	59.6	60	Yes	Yes
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African American	49	100	26.7	31.1	35.6	6.7	48.9	37.8	31.7	Yes	Yes
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Asian/Pacific Islander	14	100	14.3	21.4	50	14.3	64.3	75.4	70.4	I/S	I/S
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Hispanic	17	100	8.3	41.7	41.7	8.3	66.7	39.7	38.4	I/S	I/S
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	61.5	47	I/S	I/S
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Disability Status

Disabled	47	100	37.8	35.6	24.4	2.2	35.6	17.3	16	Yes	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	18	100	13.3	53.3	33.3	0	46.7	41.7	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	83	100	21.4	37.1	40	1.4	50	38.7	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	556	99.8	7.7	27.8	29.9	34.6	74.8	54.6	45.8	Yes	Yes
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Gender

Male	278	100	9.3	28.6	27.1	34.9	72.9	55.3	45.6	N/A	N/A
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Female	278	99.6	6.1	27	32.7	34.2	76.8	53.8	45.9	N/A	N/A
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Racial/Ethnic Group

White	474	99.8	5.4	27.2	29.8	37.5	77.6	57.7	59	Yes	Yes
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African American	49	100	26.7	40	28.9	4.4	46.7	30.5	26.9	Yes	Yes
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Asian/Pacific Islander	14	100	7.1	14.3	28.6	50	78.6	71.6	71.3	I/S	I/S
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Hispanic	17	100	16.7	25	33.3	25	75	37.5	38.1	I/S	I/S
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	59	46.2	I/S	I/S
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Disability Status

Disabled	47	100	31.1	42.2	11.1	15.6	37.8	20.3	17.1	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	18	100	6.7	26.7	53.3	13.3	73.3	42	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	83	100	22.9	37.1	25.7	14.3	54.3	36.3	31.4	Yes	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	375	100	10.8	26.7	27.5	35	62.5	50.3	35.7	96.5	96.1
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Gender

Male	194	100	12.8	24.6	28.3	34.2	62.6	51.7	37.4	96.4	96.1
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Female	181	100	8.7	28.9	26.6	35.8	62.4	48.7	33.8	96.6	96.1
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Racial/Ethnic Group

White	321	100	8	25.4	29.9	36.7	66.6	53.7	49.2	96.6	96.1
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African American	30	100	37	37	18.5	7.4	25.9	25.1	17	95.6	96.1
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Asian/Pacific Islander	13	100	15.4	23.1	7.7	53.8	61.5	65.8	58	97	96.8
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Hispanic	11	100	22.2	44.4	0	33.3	33.3	31.9	24.9	97.5	95.9
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.2	37.4	95.8	94.8
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Disability Status

Disabled	32	100	35.5	29	19.4	16.1	35.5	20	14	95.5	95
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.1
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English Proficiency

Limited English Proficient	15	100	23.1	53.8	7.7	15.4	23.1	28.9	24.4	97.3	96.4
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Socio-Economic Status

Subsided meals	58	100	38.8	28.6	16.3	16.3	32.7	31.8	21.1	95.8	94.9
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Social Studies

All Students	375	99.7	6.1	26.4	23.3	44.2	67.5	47.1	34	96.5	96.1
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Gender

Male	176	99.4	7	24.6	22.2	46.2	68.4	52	36.6	96.4	96.1
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Female	199	100	5.3	28	24.3	42.3	66.7	41.9	31.3	96.6	96.1
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Racial/Ethnic Group

White	319	100	3.5	26.4	24.1	46	70.1	49.4	44.5	96.6	96.1
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African American	33	100	16.7	40	16.7	26.7	43.3	29.2	19.1	95.6	96.1
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Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	64.2	58.9	97	96.8
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Hispanic	13	92.3	33.3	11.1	22.2	33.3	55.6	28	27.5	97.5	95.9
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	55.6	32.7	95.8	94.8
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Disability Status

Disabled	29	96.6	25.9	29.6	11.1	33.3	44.4	21.6	14.4	95.5	95
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.1
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English Proficiency

Limited English Proficient	13	100	33.3	25	25	16.7	41.7	30.5	27.3	97.3	96.4
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Socio-Economic Status

Subsided meals	54	98.2	17.8	37.8	22.2	22.2	44.4	28.2	21	95.8	94.9
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	198	99	6.8	25	62.5	5.7	68.2
	4	164	100	5.6	25	55.6	13.8	69.4
	5	197	100	9.3	39.9	44	6.7	50.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	189	100	6.6	21.4	58.8	13.2	72
	4	195	100	9.5	27	52.9	10.6	63.5
	5	171	100	8.1	28.6	52.8	10.6	63.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	198	99	6.8	37	34.9	21.4	56.3
	4	164	100	5	25	23.1	46.9	70
	5	197	100	7.3	40.4	23.3	29	52.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	190	99.5	8.8	30.8	25.3	35.2	60.4
	4	195	100	5.3	22.8	31.2	40.7	72
	5	171	100	9.3	30.4	33.5	26.7	60.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	98	100	12.5	36.5	34.4	16.7	51
	4	164	100	5.6	20.6	30.6	43.1	73.8
	5	99	100	19.8	28.1	17.7	34.4	52.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	94	100	11.2	24.7	37.1	27	64
	4	195	100	9	28	26.5	36.5	63
	5	86	100	14.6	25.6	19.5	40.2	59.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	98	100	5.2	28.1	37.5	29.2	66.7
	4	164	100	3.1	21.9	25	50	75
	5	98	100	19.6	33	19.6	27.8	47.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	95	99	2.2	25	22.8	50	72.8
	4	195	100	6.3	25.9	23.3	44.4	67.7
	5	85	100	10.1	29.1	24.1	36.7	60.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample